

**A. ASSESSMENT TITLE:**

EDU Capstone Project Advanced Professional Development Plan and Portfolio

**B. ASSESSMENT TYPE:**

Key Assessment

Rubric Driven Professional Development Plan and ePortfolio

**C. ASSESSMENT AREA(S):** Key Assessment areas that are used to gather data for program feedback and accreditation measures

Assessment Area #	Performance Assessment Areas - (Must address practices related to Diversity in all areas)	Place an X if Assessment is used as a measure of this area
1	Candidate Knowledge (content), Skills, and Professional Dispositions (integrated practices of diversity)	X
2	Professional Dispositions	X
3	Data and Research driven decision making	
4	Integration of Technology in the discipline	X
5	Clinical Practice (integrated practices of diversity)	X

**D. PURPOSE & USE:****1. Description:** Brief description of assessment

TCHL 559 and TCHL 560 house the Capstone Research Project. In TCHL 559 candidates address the fundamental principles of action research in educational settings. Students will conduct the preliminary work necessary to submit their teacher leader capstone project proposal. Course should be taken the next to last semester of the program. In TCHL 560 candidates address fundamental principles of the capstone project in educational settings. Students will conduct a capstone project in their work settings. The course should be taken the next to last semester or last semester of the program.

**2. Administration Point or Transition Point:** This assessment is administered (choose all that apply)

End of Program

**3. Purpose:**

This assessment provides candidates the opportunity to demonstrate their capacity to align content knowledge with standards while isolating a problem and addressing it through action research.. Standards specifically related to this assessment are listed under "Alignment to Standards."

**1. Use:**

Assessment results will be used for assessments prior to program completion, candidates receiving a holistic score of "not target" will be required to repeat the assessment until successful. Candidates that receive a holistic score or "developing" or "target" are deemed proficient. For assessments associated with the capstone project, candidates will not be able to exit the program without a holistic score of "developing" or "target"  
See **H. Scoring Rubric** for description)

**E. ALIGNMENT TO STANDARDS:****Kentucky Teacher Performance Standards (KTPS)**

Kentucky Teacher Performance Standards (KTPS)		
	TCHL 559	TCHL 560
Standard 1. Learner development		X
Standard 2. Learning differences		X
Standard 3. Learning environments		X
Standard 4. Content knowledge		X
Standard 5. Application of content		X
Standard 6. Assessment		X
Standard 7. Planning for instruction		X
Standard 8. Instructional strategies		X
Standard 9. Professional learning and ethical practice	X	X
Standard 10. Leadership and collaboration	X	X

**Teacher Leader Standards:**

Teacher Leader Standards		
	TCHL 559	TCHL 560

Standard 1. Foster a Collaborative Culture to Support Educator Development and Student Learning.	X	X
Standard 2. Access and Use Research to Improve Practice and Student Learning.	X	X
Standard 3. Promote Professional Learning for Continuous Improvement.	X	X
Standard 4. Facilitate Improvements in Instruction and Student Learning	X	X
Standard 5: Promote the Use of Assessments and Data for School and District Improvement.	X	X
Standard 6: Improving Outreach and Collaboration with Families and Community	X	X
Standard 7: Advocate for Student Learning and the Profession.	X	X

**F. ASSESSMENT DEVELOPMENT:** Describe the following elements:

- 1) how developed, piloted, refined—be sure to discuss the role that faculty (including clinical faculty) as well as key P-12 partners played in instrument development;

The key assessment, TCHL Capstone Project, was developed with the standards as the basis of the assessment. The assignment is initiated in TCHL 559 and completed in the TCHL 560 course in the final semester. At least two faculty review each capstone to ascertain proficiency at the levels previously described.

- 2) who uses the assessment and how are they trained to use the assessment?

The assessment is used by TCHL faculty. The TCHL faculty are trained to use the rubric through score norming. This is accomplished by blind grading for proficiency and comparison.

- 3) how integrated into the preparation curriculum and what stage of candidate progression the assessment assesses.

This assessment is the culminating key assessment and addresses the level of preparedness to support candidate preparation.

**G. CANDIDATE INSTRUCTIONS:**

The instructor will offer multi-media lecture and information to guide students through the concepts and skills to be learned in this course via the World Wide Web through a variety of assignments, exams, and learning activities. The instructor will serve as a coach and resource as students participate in group assignments, individual research and projects, and as students participate in exploratory learning. Most instruction will be delivered via the class text book and instructor offered MS PowerPoint presentations. Additional readings and methodologies of delivering instruction might be utilized. Assignments and information will be posted on the class Blackboard website. Assignments will be submitted to the instructor via the class Blackboard "Assignments" tool.

### Course Objectives and Outcomes

Objectives: "I can..."	Activities	Assessment
Explore teacher leadership as part of a school improvement strategy germane to the student's school or classroom	Introduction Discussion, Readings	Project Prospectus Review
Integrate theoretical and experiential knowledge into instruction.	Activities discussion, Readings	Activity Reflections, Final Presentation
Analyze and explore current topics in education research	Activities discussion, Readings, check-in discussion	Activities Reflections, Growth Reflection
Frame questions appropriate for classroom and school inquiry.	Introduction Discussion	Project Prospectus Review, Final Presentation
Gain skills in selected research methods.	Readings, Discussion check-in questions	Initial Measures, Activity Reflections
Develop, pursue, document, and report on an action research inquiry.	Discussion check-in questions	Activity Reflections, Leadership Growth Reflection
Present findings to a broader audience.	Preparation of final presentation and responding to other classmates	Final Presentation

**H. SCORING RUBRIC:** Most key assessments use the following performance levels and descriptions (as appropriate for the teaching standards assessed). If different performance levels are used, they must be clearly defined and included in the rubric as outlined below.

### Grading Rubric:

#### Identification of Capstone Initial Measures and appropriate research – 100 pts

- Target - All elements of the process are complete. Required sections or required revisions are completed on time. All statements are in complete sentences and are relevant to the study. All citations follow APA format
- Developing - All elements of the process are complete. Required sections or required revisions are completed on time All statements are in complete sentences and are relevant to the study. Most citations follow APA format
- Not on Target - Not all elements of the process are complete. Required sections or required revisions are not completed on time All statements in the are not in complete sentences and/or are relevant to the study. The citations contained APA format errors

#### Quality of Project Prospectus – 200 pts

- Target - All elements of the process implementation were developed and executed thoroughly and thoughtfully, with each step representing an understanding of the research question and the methods used to ascertain the solution to the problem. The results and conclusion provide insights into the problem relevant to the process.

- Developing - All elements of the process implementation were developed and executed, with most steps representing an understanding of the problem and the methods used to solve the problem. The results and conclusion provide information on problem relevant to the process.
- Not on Target - Not all elements of the process implementation were developed and executed. Many of the elements did not communicate an understanding of the problem and the methods used to solve the problem. The results and conclusion fail to provide information on problem relevant to the solution of the problem.

**Completed Reflections and Final Presentation- 100 pts**

- Target - The implementation was completed and the project elements were shared and made use of the materials and knowledge developed during the implementation phase of the project.
- Developing - The implementation was partially completed and the project elements were shared and made use of some of the materials and knowledge developed during the problem implementation of the project.
- Not on Target - The implementation was ineffective and the project elements were not shared and made did not make use of the materials and knowledge developed during the implementation phase of the project.

**I. ASSESSMENT QUALITY ASSURANCE:****1. Establishing Validity:****a. Steps Taken:**

All advanced program assessments were developed around specific content standards. Existing Key Assessments will have their validity re-established by following the WKU QAS. Content faculty, area experts and partners will evaluate the instruments using the Lawshe method in Fall 2020. Based on these data and results, Key Assessments may be modified.

Any new Key Assessments will fulfill the validity requirements by following the WKU QAS steps to establish validity and reliability.

**b. Type of Validity Evidence:**

WKU will follow the procedures outlined in the WKU QAS to establish content validity for all Key Assessments. Validity evidence will be supported by the Lawshe method based on expert review.

Results analysis and interpretation of the validity evidence will be provided by the CAEP Assessment Coordinator and the program faculty. This analysis will be done after the evidence is collected in Fall 2020.

**c. Validity Coefficient:**

Validity coefficient information will be provided after the above data collection and analysis.

**2. Establishing Reliability**

The reliability process will be done annually and include school partners and program faculty members. The process, also included in the QASP, shall include training for all assessors, calibration based on previous implementations of the assessment, and periodic multiple scoring sessions to verify scoring consistencies.